

Cooperative Agreement Award 524-A-10-00005

Central American Regional

Security Initiative
(CARSI)

Education for Success Project

WORK PLAN FISCAL YEAR 2013

Submitted to USAID Nicaragua

By

**FOUNDATION FOR AUTONOMY AND DEVELOPMENT OF THE
ATLANTIC COAST OF NICARAGUA**

FADCANIC

Submitted - OCTOBER 29, 2012

Updated - February 05, 2013



USAID
DEL PUEBLO DE LOS ESTADOS
UNIDOS DE AMÉRICA



TABLE OF CONTENTS

Abbreviations and Acronyms	2
1. BACKGROUND	4
2. INTRODUCTION	9
3. DEVELOPMENT CHALLENGES.....	11
4. EXPECTED RESULTS.....	16
5. AREA OF INTERVENTION BY THE PROGRAM.....	17
6. HOW THE PROGRAM WILL ADDRESS THE DEVELOPMENT CHALLENGES	18
7. GOAL AND OBJECTIVE	22
8. MONITORING AND EVALUATION	24
9. COMMUNICATION AND VISIBILITY	25
10. KEY ACTIVITIES FOR 2013.....	34

ABBREVIATIONS AND ACRONYMS

ACCCSIDA	Coast Campaign Against Aids
AIDAR	Agency for International Development Acquisition Regulation
ASSP	After School Scholarship Program
AYAR	Adolescents and Youth at Risk
BICU	Bluefields Indian and Caribbean University
CARSI	Central America Regional Security Initiative
CAYAC	Community At Risk Youth Advisory Committee
CEAA	Centro Educativo Ambiental Agroforestal – Wawashang
CEDEHCA	Center for Human Rights and Autonomous Citizens
CP	Community Promoter
DQA	Data Quality Assessment
EFSP	Education For Success Program
ESP	Elementary Scholarship Program
ESSP	Elementary and Secondary Scholarship Program
FADCANIC	Foundation for Autonomy and Development of the Atlantic Coast of Nicaragua
GRAAS	Gobierno Regional Autónoma del Atlántico Sur
HIV	Human Immunodeficiency Virus
INATEC	National Technical Institute
IND	Instituto Nicaragüense de Deportes
MAPS	Multicultural Association of Psychologists
MINED	Ministry of Education
MOU	Memoranda Of Understanding
PLACE	Pearl Lagoon’s Academy of Excellence
RAAN	North Atlantic Autonomous Region
RAAS	South Atlantic Autonomous Region
SRE	Regional Secretariat of Education
SSP	Secondary Scholarship Program
STD	Sexually Transmitted Disease
NSP	Nicaragua Scholarship Program
AOTR	Agreement Officer’s technical Representative

1. BACKGROUND

Two years into the four year period of implementation of the Education for Success (EFS) Program, that FADCANIC is currently implementing with the support of USAID, FADCANIC prepared a proposal, in response to a Application For Request issued by USAID/Nicaragua to broaden and extend the completion date of the EFS program, in the framework of the development objectives of the Central American Regional Security Initiative, (CARSI) and USAID Basic Education Objectives, for the period starting 1 October 2012 and ending 30 September 2017.

The key changes to the original Program Description for EFS is that the program will intervene in two additional municipalities, Corn Island and the Desembocadura del Río Grande, develop strategies for reaching more youth with vocational and life skills training; add additional courses related to entrepreneurship; the expansion of Activities related to building life skills through sports and recreation as well as music, and other fine arts and inform and refer to social services providers related to sexual/reproductive health and violence, among other issues.

USAID/Nicaragua new program targeting at-risk children and youth is being designed in response to an increase in violence and illicit activities along Nicaragua's Atlantic Coast, particularly those related to drug trafficking where the key crime statistics for both the North and South Atlantic Autonomous Regions, (RAAN and RAAS), are worse than the national average, and because of the fact that Nicaragua's Atlantic Coast line serves as a main corridor for international drug trafficking.

A number of recent publications highlight the rise in insecurity in Nicaragua, particularly in RAAN and RAAS. The Instituto de Estudios Estratégicos y Políticas Públicas (IEEPP), in its study "Delitos y Drogas en Bluefields" cites the existence of two conditions that favor the development of organized crime in Bluefields: low quality of life and high demand for illicit products and services. The same IEEPP study –using data from the National Police – reports that the RAAS ranks ninth on the national demographic crime index (DCI), and it escalates to the second place when counting the number of homicides within the DCI. The statistics in RAAS were 30 homicides per 100 thousand inhabitants in 2009. The IEEPP study citing the national police reports that "this place (RAAS) is among the most violent zones of the country".

The UNDP published a study "Seguridad Ciudadana 1998-2010: Nicaragua -Riesgos, Retos y Oportunidades", which highlights that – in addition to the higher than national average murder rates in the RAAN and RAAS -those two regions also had the highest average sexual assault rates in the country over the period 1998-2009, averaging 50.9 per 100,000 inhabitants in RAAN and 39.8 in the RAAS, compared to 23.9 in Managua. The statistics reinforce the IEEPP's conclusion that the RAAS is a particularly violent area.

A study on Youth in the RAAN and RAAS commissioned by USAID/Nicaragua reports that the Caribbean Coast has the highest proportion of youth compared to other parts of the country. In RAAN, the population under 24 years constitutes 66% of the population and in RAAS 63%. Furthermore, the rates of school failure, unemployment, homicide, drug-trade activities, gender-based violence are significantly higher on the Caribbean Coast than the national averages.

Many of these young people are being simultaneously pulled in opposite directions by the magnetic forces of the world of crime, drugs and irresponsible sexual activity and by the orderly and many times boring world of school and communal life.

In order to address the situation previously described, FADCANIC has develop a comprehensive proposal directed to the at-risk children, adolescents, and youth in five municipalities of the South Atlantic Autonomous Region (RAAS), which aims to facilitate educational alternatives, job training, arts education, sports practice, and other opportunities that will enable these vulnerable groups of the RAAS population to integrate into a safer and healthier lifestyle, and by so doing, assure them a sustainable, safe and healthy human development.

SUMMARY OF EFS ACHIEVEMENTS

During the Fiscal years 2011- 2012, which began the October 1, 2010 and ended on September 30th, 2012, the following results were achieved

In regards to Result No. 1

- Changes resulting from the scholarship programs. Retention in the schools, not only of students benefited by the program but also of the entire student body is on the rise. (Young people who are, or who want to be a part of the program, attended classes regularly in order to have a good attendance record, and to better their possibilities of being accepted once they apply for a scholarship.
- Elementary School Scholarship benefited 83 students in 2011 and 151 in 2012 for a total of as of September 30th, 2012 of 234.
- Secondary Scholarship benefited 151 students in 2011 and 132 in 2012 for a total of 283 as of September 30th, 2012.
- Six Short Vocational Courses were carried during FY 2011, benefiting a total of 116 young people. In FY 2012, 16 Short Vocational Courses were carried out during FY 2012 benefitting a total of 256 young people, for a cumulative amount of 22 courses and 372 beneficiaries.

Table No.1 Beneficiaries of FY 2011 -2012

No.	Scholarship	Beneficiaries FY 2011	Beneficiaries FY 2012	Beneficiaries Total
1	Elementary Scholarships	83	151	234
2	Secondary Scholarships	151	132	283
3	Technical Vocational Education	116	256	372
4	Life Skills training	150	621	771
5	Sport / recreation activities	168	347	515
	Total			2175

Life Skills Sessions have contributed to:

- Improve retention rate of youth in schools. The retention rate for the past three years according to the statistics of MINED is of 90%. The EFS retention rate in Elementary scholarship is 94% and in Secondary scholarship is 97%. Teachers and principals have expressed that the changes in behavior and improvement in the performance of EFS program beneficiaries, due to the life skills sessions and increased individual attention through the tutoring sessions have become a positive influence within the class room and school environment.
- Increase the effectiveness of the psychological counseling which was provided to 97 students, (35 female and 62 male) and 9 parents. This effectiveness was achieved because of the improve coordination between the program with the promoters and school authorities.
- 771 beneficiaries participated in Life Skills in sessions during FY 2011-2012.
- Increase the effectiveness of the psychological counseling which was provided to a total of 97 students, (35 girls and 62 boys), and 9 parents. This effectiveness was achieved because of the improve coordination between the program with the promoters and school authorities.

In regards to Result No. 2

Three community parents' boards formed in the municipalities and in an ongoing training process. In the month of February of this year 2012, the training of tutors began in the community of Pearl Lagoon, directed to the Board of Parents of the "Education for Success Program. The objective of this training is to "Contribute to own personal development through a greater connection with one's body, emotions, personal and family history". These workshops and topics have allowed for parents to reflect on the importance of personal responsibility in one's life; identify a new form of leadership that begins with one's own life; encourage openness to innovative methodologies; learn tools and techniques for youth training and mentoring. CAYAC have also been benefitted from these workshops as they have also been engaged in these training activities and have learned new techniques and methodologies that have enabled them to better interact with and mentor to our young people.

Communication with private enterprises, and individuals to engage support in order to expand outreach of the program. Meetings and surveys were carried out with managers and/or owners of commercial business in Bluefields, who have accepted to support the program with internships, scholarships, and training opportunities for youth who have graduated from the EFS employability program.

Coordination meetings with partners for life skills courses development. Meetings with CEIMM URACCAN, who will be supporting the program with various topics of the life skill curriculum ensuring that we take into consideration all things relevant and pertaining to gender focus.

In regards to Result No. 3

- Implementation of FADCANIC's Institution Strengthening and capacity building process.
Development of FADCANIC's Strategic Plan for the next 5 years.
Training of FADCANIC's Human Resource Specialist.
Update and organized FADCANIC's accounting and administrative procedures.
Two days training directed to FADCANIC staff in Basic Excel worksheet
Workshop around concepts of Monitoring and Evaluation
- Election of new members to the General Assembly of FADCANIC.
- Coordination of activities with AIR consultants, [REDACTED]
Ongoing support in the development of EFS monitoring plan for FY 2013
Base line study of the new municipalities and territories in the program EFS team participated in training around the topic of Social Emotional Learning conducted by [REDACTED]
Development of a Life Skills curriculum, which will respond to the daily constraints of the youth and the environment in which they live.
- Participation in Managerial Strengthening Course – USAID PREVENSIDA

Lessons Learned

The lessons learned during the implementation of the first two years of the EFS program in three municipalities of the South Atlantic Autonomous Region of Nicaragua, is as follows:

1. There is a depressed demand for Good Parenting training. Parents only know to discipline by physical punishment, and they are very defensive whenever there is complain about their child.
2. Young parents need to learn a loving way of parenting and to give proper guidance according to age groups.
3. There is an overwhelming confirmation of the need to contemplate generation styles of parenting, allowing parents to learn from one another. Sometimes grandparents are the only figure in the home.
4. Teachers don't know to bridge defensive barriers, behavior problems let them feel condemned. They need to learn strategies of how to address or work with at risk youth.

5. Sports seen as one are no guarantee to get desired results, character building does not happen automatically. There is a need to include others and not just the talented in the sports program.
6. In the area of sports, a diagnosis is needed to determine to what extent the organized leagues are reaching the most vulnerable youth in the communities. It is considered that special efforts need to be made to ensure an effective tie-in, with more explicit values training, between the sports component and the education training program.
7. Involving representatives of the target population in all phases of program development is critical to the development of materials that are attractive and engaging to the target audience. It is important to note that no single intervention is effective in all settings for all young people.
8. Young people are smart and they know what they want or expect of others. Having adequate infrastructure, mentorship and financial resources, the youth will be able to become productive citizens serving their community.
9. Youth love to interact and be exposed to a different healthier environment than the one they live, in order to socialize and learn from other peer experiences.
10. CAYAC's need to be strengthened in order to be ready to assume greater responsibilities with the program and its sustainability.
11. Partnership. The program requires of the involvement of other stakeholders which means that it can be strengthened with combined efforts.
12. Administrative area. The EFS program, to be effective it requires enough personnel to carry out all activities in order to achieve the expected results with success. (In previous cohorts of the same the personnel was limited).
13. Purchasing of school packages is a time demanding and consuming task and requires of administrative support.

The lessons and recommendations grown from the previous experience will serve as valuable inputs that will help to develop a desirable Good Parenting curriculum and a sustainable sports program tie to Life Skills, stimulating participant's engagement in outreach activities to youth at risk.

A calm, caring, humorous manner in the face of all odds is necessary in behavior change programs. Positive behavior change begins within each of us; all individuals must contribute to a climate of goodwill and caring.

Taking in to account that we have increased in target and outreach, in order to be more effective the EFS Personnel need of communication facilities.

Challenges FY 2013

1. Focus efforts on youth at the secondary level, and those who are not in the school system and who are being forced to grow up in dangerous circumstances.
2. Create conditions for sustainability of the program.
3. Improve the quality of the life skills program.
4. Need to create greater levels of awareness among parents, government authorities, community leaders, public-private sector, teachers, youth organizations, among other, of the immense amount of emotional and economical investment which must be channeled to our endangered young people in order to help them build a better life, a better future.

2. INTRODUCTION

FADCANIC and the EFS program begin with the premise that parents and families have the primary role in safeguarding and promoting the wellbeing of young people, and that they are best supported through their communities. Every Youth At Risk in this region has the potential to contribute positively and productively to their neighborhood, their community and family; every young person must feel valued and be valued. We all have a responsibility to ensure that our youth have access to the right support and the right opportunities so that they can make positive choices and reach their full potential.

Potentially there is a significant leadership ability and commitment in communities across the region to address the challenges our young people face. This leadership potential must be nurtured and strengthened.

As mentioned in previous section, during the last two years some progress has been achieved by the EFS Program in providing meaningful opportunities to these endangered young people. However, many of the young – continue to face significant challenges and multiple barriers to success. Despite the leadership and efforts of individuals, communities, youth-serving organizations and different levels of government, too many kids in our region do not have access to the necessary support, services and opportunities that are needed to succeed.

The present annual plan includes, in addition to the strategies and actions that were implemented in the two previous years, a broadening of the geographical area of the intervention with the incorporation of the municipalities of La Desembocadura del Río Grande and Corn Island, and new strategies and activities that will effectively contribute to the objective of the EFS Program, particularly in the areas of:

- A communication strategy to raise public awareness of the EFS program values and to promote a sense of shared responsibility for creating better development opportunities for youth who are forced to live in dangerous circumstances.
- Strengthening the participation of the community and of the key public and private actors in the process of creating better conditions and of increasing the capacities of the Program's target population.
- Stimulating a more effective participation of heads of family and primary care givers of the at-risk children ¹ who are the beneficiaries of the Program, and,
- Creating more and better conditions for the target population to be well and successfully included in school, work, and society.

To achieve more effective results, this Education for Success Program will work to achieve greater participation of the families of the beneficiaries, and community, strategic coordination with the whole community, the Juvenile Section of the National Police, with the Regional Governmental Secretariat of Education (SRE GRAAS), the Ministry of Education (MINED), the National Institute for Technology (INATEC), Sports authorities — The churches, the regional and communal leaders and local organizations that work with the children and youth of the region, in the implementation of its plans, projects and program.

For the fiscal year 2013 the USAID/Education for Success Program will reach out to 1368 new beneficiaries and continues its attention to **300** beneficiaries of previous years. The total number of beneficiaries of the program may increase over the life span of the project, depending on cost savings and additional benefits derived from the public private sector effort. The Program and USAID will seek to leverage private sector funding where possible. It is expected that the activities of the program will be sustained and expanded as a result of the combined effort of FADCANIC – USAID and the public private sector. FADCANIC will do everything possible to develop a strategy to convince potential private sector partners in and outside the region to provide funding for the program activities and to serve as training centers for scholarship beneficiaries or to provide employment for graduates from the program.

The program will work principally in 5 municipalities and 28 communities and neighborhoods in the municipalities.

- a) **Municipality of Bluefields**, the EFS program will target the neighborhoods of El Canal, Cotton Tree, Beholden, Pancasan, 19 de Julio, San Mateo, Old Bank, El Bluff and the community of Rama Cay.
- b) **Municipality of Kukra Hill**, the EFS program will target the communities of: Asentamiento Samuel Lau, El Panchòn, El Escobal, Manhattan and Kukra Hill.

¹The age range of targeted groups is defined according to USAID's categories.

- c) **Municipality of Pearl Lagoon**, the EFS program will target the communities of: Raitipura, Kahkabila, Orinoco, Tasbapouni, Awas, Haulover, Brown Bank, La Fe, Set Net, Marshal Point, San Vicente, Pearl Lagoon and Wawashang,
- d) **Municipality of Desembocadura del Río Grande**, the EFS program will target the communities of: La Barra, Kara, Walpa, Sandy Bay and Karawala.
- e) **Municipality of Corn Island**, the EFS program will target little and big Corn Island.

The program is especially sensitive to the impact of the community context and family environment on disadvantaged youth, and has established Community Youth Advisory Committees (CAYAC) who will be trained to help youth to successfully face these challenges and strengthen their leadership and decision making capacity, their communication skills and how to become more focused on the true needs of the AYAR.

To aid in the development of the EFS program strategy, FADCANIC, will carry out research and investigation related to labor market assessment, base line study in the new territories, develop a strategy on dealing with the issues of AYAR in the region, revise and validate the program life skill curriculum among others.

FADCANIC will continue to strengthen its already existing contacts with other local NGOs and Regional Government initiatives addressing youth issues.

Private Public Partnership

Private and public sector involvement is key to the success of the Education for Success Program on the Caribbean Coast of Nicaragua. Therefore a special outreach effort will be made to ensure the participation of local partners who work with youth in the region. As part of the startup of this new expansion phase a mapping exercise of various stakeholders and meetings to get to know the scope of one another works will be carried out in the first quarter of FY 2013. A mapping of opportunities, training courses for youth at risk; Mapping of potential allies promoting similar initiatives (sports, arts, scholarships, with youth or adults; mapping of private sector offering opportunities for internships or paid job opportunities for youth.

In parallel the program will establish partnership agreements that will contribute to extend the reach and quality of the EFS program. In this respect the PPPO will search for opportunities to create synergy with other local and regional NGO's working with women and youth and leverage knowledge to increase the reach of the program, and also the possibilities of success. Among these we find:

- Acción Médica Cristiana (AMC): a leading Christian NGO in the region, working in the field of Community Health (HIV/AIDS, Sanitation, clean water...)
- Jovenes estableciendo Nuevos Horizontes (JENH CEDEHCA): a regional youth organization committed to develop leadership and conflict resolution capacity among youth.
- Centro de Atención Psico Social (CAPS): a local organization working in the areas of counseling, training and psycho social care.
- VOZ JOVEN: provides direct attention to youth about drug prevention, violence, gender equity, assertive communication, among others.

- FADCANIC's Women, HIV and Agroforestry and Environmental Projects.

Will also seek, where possible, coordination with other USAID funded programs to benefit from the good practices derived from their implementation, and ally with those programs to attract new businesses, national or international, to the EFS program.

The EFS Program will also establish alliances with sports authorities, and representatives, who will provide of their time and effort and resources, in order to create a comprehensive sports program in order to guarantee sustainability.

In addition the EFS Program will engage local actors in a participatory development of a referral route for youth at risk in five municipalities. Develop a 2013-2017 strategic action plan for mobilizing EFS Public Private Partnerships.

Other important activities include the tracking of cost share funds of FADCANIC, and other contributions both in cash and kind of local businesses, individuals, and the peoples who make up the Caribbean Coast Diaspora.

In order to successfully reach the program's objectives, these three results must be achieved:

RESULT 1. -Increased skills of At-Risk Youth in Caribbean Nicaragua.

RESULT 2. -Improved family and community engagement in support of EFS program.

RESULT 3. -FADCANIC's Organizational, Technical & Management System improved.

The EFS budget for FY 2013 total **US 1,502,623.11** for the period Oct 2012 – Dec 2013.

3. DEVELOPMENT CHALLENGES

The Caribbean region of Nicaragua has the highest proportion of young population compared to the rest of the country, in the South Atlantic Autonomous Region (RAAS), it is 63 percent. Nationally, this population segment comprises 55 percent of the overall population. This population composition represents an important element as it means that the region, like the country, is undergoing a phase of demographic transition, known as the "youth bulge"², for which it is essential that young people have access to pertinent and quality educational, health, recreational and work opportunities. It is at the same time, a time-constrained opportunity if the right decisions and investments are not made; but also a risk, as a number of societal ills will result if these conditions are not met, they are not, potentially causing social unrest.

Another important element is the dispersion of the population. In these regions (RAAN and RAAS), thirteen percent of the total population of the country lives in this extensive geographic region which encompasses approximately half of the national territory. The population of these regions lives mainly in the rural areas (see map). 70 percent of the population of the RAAN and 60 percent of the population of the RAAS lives in rural areas.³ There is a longstanding trend of Pacific-

² The youth bulge is the working age population that will continue to grow more quickly than the dependent population that is of school-age or retirement age, as this is a situation in which there is a higher proportion of the population at an age when they are saving, investing, working and producing, while an increasingly smaller number of people require investments in education and health care.

³ The National Development Information Institute (INIDE). (2008). *Anuario estadístico*.

based mestizos moving east into the Caribbean coastal areas, a dynamic which is much more intensified in the south than the north.

Another characteristic that defines the population of the Caribbean regions is its multi-ethnic, multi-lingual and multicultural composition. Various peoples coexist in both regions, such as iskito, Rama, Sumu/Mayangna - Twahkas, Panamakás, Ulwas.⁴ The ethnic communities are comprised of the Afro-descendent population, Creoles, Garífunas and mestizos.

Children, adolescents and youth of the RAAS, are now facing challenges such as limited access to quality education, early school dropout, high levels of unemployment, gender based violence, anti-social behavior, when available, very low paying jobs, low income, early pregnancy, high levels of HIV/AIDS affliction, high rates of incarceration, of homicide, and drugs and alcohol abuse, and a recent and alarming increase in youth crime attributed to narcotics trafficking. According to MINED statistics the overall retention rate in RAAS was 92.05% in 2011. The EFS program had a retention rate of 94% in elementary scholarships and 97% in secondary scholarships.

In Bluefields in 2011, reportedly according to the Police Chief, there were 71 violent deaths or homicides, and in the first 11 weeks of 2012 there have been 18 more. Rates of incest, sexual abuse and rapes of girls ages 6-16 are alarmingly high, with many cases not even reported and criminal offenders walking free, rarely brought to justice.

The growing disintegration of family and community ties is noted by the population as a key factor in worsening the crisis and feeling of insecurity. The exposure of adolescents to STDs and HIV is also linked to situations of violence and lack of values and direction from the family.

Few adolescent men and women take advantage of available health services out of shame or fear. The rate of STDs in the RAAS is 164 per 100,000 inhabitants, the highest among all regions of Nicaragua. All indicators of education in the Caribbean region are disadvantageous, one of the most shocking being that only 2 out of every 10 young people in the corresponding age group are enrolled in secondary school, versus the national average of 7 of 10 young people.

According to the Nicaragua Youth Assessment /USAID report, virtually all the youth in the RAAS and the RAAN are “at risk”: they see dealing and use of drugs anywhere from every day to at least once a week; violence surrounds them and affects them at home, in school and in the community. Therefore, these young people who are mostly outside of a circle of love must alone, all by themselves, deal with a wide range of complex issues such as: family conflict, health issues, grief, loss, alcohol and drugs misuse, violence, sexual abuse or cultural conflict.

Among the problems that affect adolescents and youth of this region,⁵ according to “Agenda Regional de Adolescentes y Jóvenes de la Región Autónoma del Atlántico Sur (RAAS)” are the following:

1. According to the MINED, RAAS, in 2007 in the RAAS, 25.4% of the population over 15 years “cannot read or write”, or are illiterate. This data indicates that after the age of 13 an

⁴United Nations Development Program (UNDP) (2005). *Informe de desarrollo humano las Regiones Autónomas de Costa Caribe, Nicaragua asume su diversidad*, page 58.

⁵ Consejo Regional Autónomo Atlántico Sur (2010). *Agenda Regional de Adolescentes y Jóvenes de la RAAS*

increasing percentage of young people are dropping out of the system and are not finishing their primary and secondary education.

2. The limited access to technical education of the youth of the RAAS on the Caribbean Coast is obvious. **There are only 4 or 5 technical schools in the Region.** Women have limited access to formal vocational programs offered by INATEC. 2012 enrollment rate shows that of only 215 young people enrolled in formal vocational programs in the region 143 are male and 72 are female⁶
3. Another important factor affecting youth growth and development in the region is the high fertility rate, especially of youth, in rural areas. According to ENDESA 2006, early pregnancy (before the age of 15) is higher in the Atlantic Region since 22.0 percent of adolescents and youth of 15-24 years, had their first pregnancy before completing 15 years of age. This compares with 12.0 percent in the pacific and Central Region, and 9 percent in Managua.
4. STD's and HIV AIDS have high rates of incidence in adolescents and youth in the region. The HIV AIDS incidence rate is 12 per 100,000 inhabitants at a national level. The HIV AIDS incidence rate registered in the RAAS in 2006 was 20.6 per 100,000 inhabitants. Teenagers and young adults are among the most affected, according to the Ministry of Health almost 6 in 10 cases since 1991 are within the age range between 15 and 34 years.
5. ENDESA 2006-07 records that at a national level, 19% or nearly 1 out of every 5 women over 15 have been victims of violence. In the RAAS, 44.6% of women between the ages of 15 and 49 report having been victims of verbal or psychological violence (the offender being their (ex) spouses or partners), 27.7% of physical violence and 9.0% of sexual violence in 2007.
6. The use of illegal drugs and alcohol is one of the major scourges of adolescents and youth of the Caribbean Coast. The lack of educational opportunities, limitations on access to employment, and the lack of recreational policies are among the factors that trigger this situation.
7. Parental irresponsibility is a constant in coastal young families. The number of single mothers is very high in the region and the care of children most often.

Current Situation	EFS Approach	EFS Promoted Change
1. The poor quality of public education in the region which is exacerbated by the language and cultural challenges that the SEAR has not been able to properly address, as well as by the geographical dispersion of the population ⁷ which combined with the limited	<ul style="list-style-type: none"> • Training programs and other courses designed with youth participation, adjusted to their needs and interest, and mostly provided in their municipality. • Special opportunities in music and other fine arts will be made available to participants of the program. • Sports and recreational activities which will help 	Increase access to formal and non-formal education

⁶ Source INATEC , Bluefields

⁷ Instituto Nicaragüense de Estadísticas y Censos. Censo de Población y Vivienda 2005. The population density of the RAAS is of 11.2 h/km² compared to the National population density of 42.7 h/ km².

development of transport and communication infrastructure ⁸ limits the coverage and makes it more costly to provide educational services.	<p>to nurture both the body and the spirit will be available to AYAR in these five municipalities.</p> <ul style="list-style-type: none"> • Life skills training will be provided where ever possible in the first language of the child or youth. • Peer to peer training and mentorship will be one of the strategies used to empower young people. 	
2. Limited access to technical education of the youth. Access to technical education is dependent on completing primary education. Scheduling is not flexible for the conditions of single mothers and youth who are already working (e.g. fishery, farming, and so on).	<ul style="list-style-type: none"> • Provide certified leveling courses at an elementary level. • Provide short term vocational courses that are designed with the youth so they are adjusted to their needs and interest and are mostly provided in their municipality. • Residential vocational training for rural and indigenous youth. • Promote the value of technical and vocational education as a critical way to dynamize local economies and reduce youth unemployment. • Develop courses in entrepreneurship and help course participants identify and seek options for micro finances. • Motivate public and private partnership to provide internship and decent job opportunities for young people. 	<p>Young people feel that they are better prepared and confident to seek employment.</p> <p>Young people creating their own small businesses.</p>
3. Teenage mothers and Youth at Risk are victims of violence. Increasing rates of physical, verbal, sexual and psychological violence among youth at risk in the region.	<ul style="list-style-type: none"> • Organize and develop public awareness campaigns on the negative consequences of all type of violence within the society. • Provide training workshops on Topics of violence and violence prevention (law 779, in coordination with young people groups. 	AYAR informed on ways to denounce and seek help against violence.

Current Situation	EFS Approach	EFS Promoted Change
4. Young people and adolescents having unsafe sex. STD's and HIV AIDS have high rates of incidence in adolescents and youth in the region	<ul style="list-style-type: none"> • Define a strategy to provide training catered to EFS target group, in coordination with Young people groups and specialists of other projects active in the region working on these topics (PREVENSIDA, AMC, FADCANIC) 	A common strategy for the region developed to work with children and youth on this topic.
5. -An environment characterized by high levels of violence, crime and citizen insecurity, that is fuelled by the presence of organized narco trafficking rings and high rates of drug and alcohol consumption and limited policing capacity.	<ul style="list-style-type: none"> • Capacity strengthening of primary caregivers and stakeholders. • Strategic alliance building with other NGO's or institutions in support of children and youth. • Strategic targeting of messages and audiences: use of success stories to convey relevance of EFS program, and to increase involvement of stakeholders in the entire 	Children and youth informed on ways to denounce and seek help against violence.

⁸ Add note on road network in RAAS Vs. National

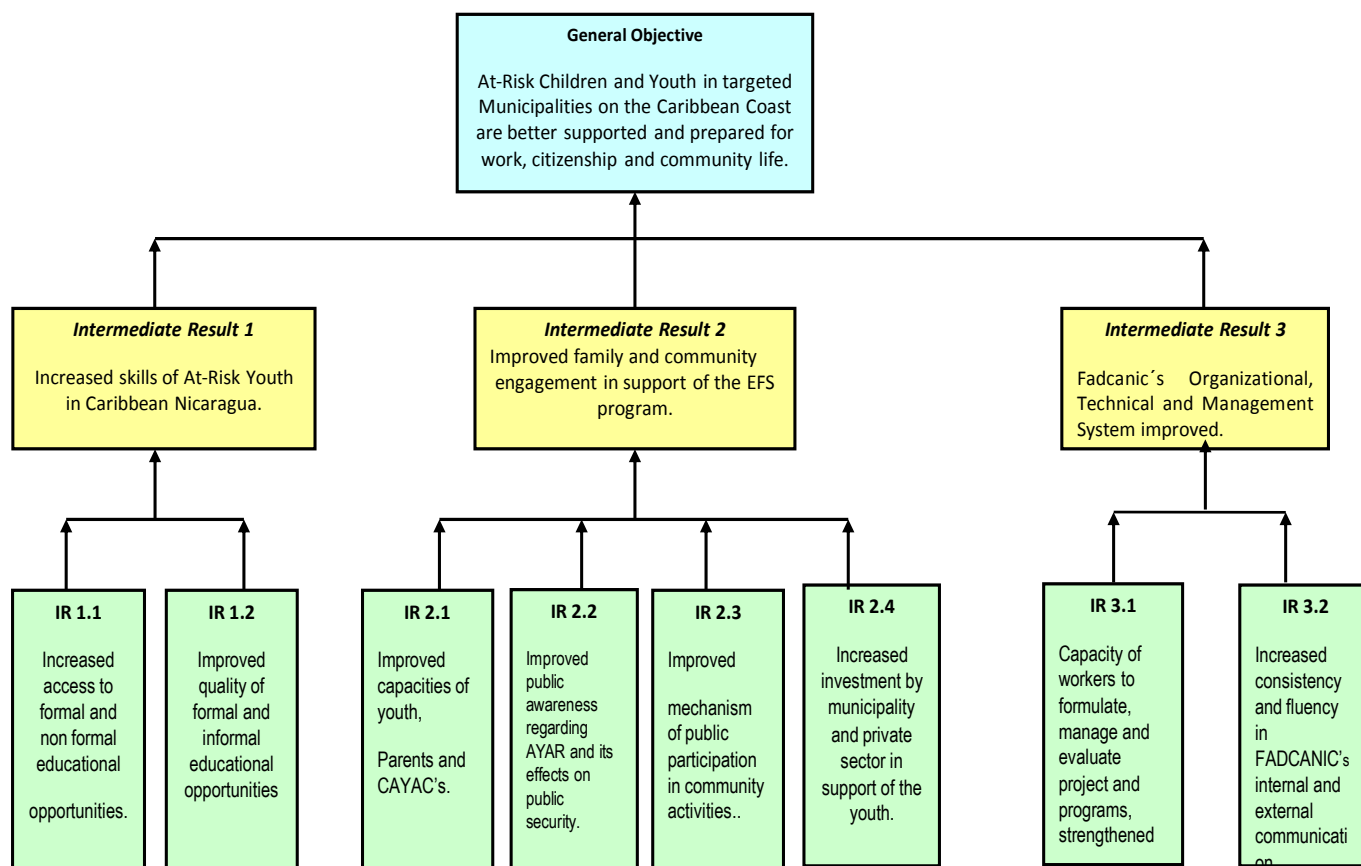
	process. <ul style="list-style-type: none"> • Active listening in the multicultural communities to increase the capacity and engagement of the families in the building of a stronger, safer and better community. • Providing quality and pertinent EFS Educational materials. 	
6. Parental irresponsibility. The rate of single mother is very high in the region, care of children most often rests on them. AYAR not prepared to deal with parental responsibility.	<ul style="list-style-type: none"> • Contribute to strengthen and restore positive values so that parents could effectively undertake the challenge of rearing their children. • Develop Good Parenting practices workshops. • Motivate parents to get involved in community service learning, recreational, spiritual activities and other services provided by EFS. 	Parents formed, trained and involved in EFS program activities in support of their children.

GENERAL OBJECTIVE

The **General Objective** of the EFS program is to Contribute to the growth, development, of children, adolescents and youth who are at risk by providing access and quality formal and non formal education, and other training opportunities in selected communities of the following five municipalities of the RAAS: Bluefields, Kukra Hill, Pearl Lagoon, Corn Island, and Desembocadura del Rio Grande from October 1st, 2012 to September 30th, 2017.

4. EXPECTED RESULTS

EDUCATION FOR SUCCESS - RESULT FRAMEWORK



5. AREA OF INTERVENTION BY THE PROGRAM



6. HOW THE PROGRAM WILL ADDRESS THE DEVELOPMENT CHALLENGES

The implementation strategy of the revised Education for Success Program is to reduce the emphasis on scholarships in formal education settings and focus on increasing the number of AYAR participating in non-formal educational opportunities; the objective is to dramatically increase the number of Youth At Risk reached through the program. Therefore FADCANIC will selectively target Youth At Risk who are at the highest risk of dropping out of the formal school system for tailored scholarship packages (not necessary complete), as they are the ones most likely to become problematic youth. Scholarships in the different levels of primary and secondary education will be available to needy young people of these municipalities.

The type of vocational training courses offered will be determined based on studies and surveys conducted with private sector and regional government entities capable of projecting not only current, but also potential future employment and skill needs in specific municipalities. The program will offer opportunities in technical and vocational training in the different municipalities to indigenous, afro descendants, and mestizo Youth At Risk, who then will be establishing work opportunities in their respective communities. EFS will also develop courses in entrepreneurship and help course participants identify and seek options for micro-financing.

Training will be provided so that mothers and primary caretakers will become better and more responsible parents. Many of the programs will be offered simultaneously in the different languages and communities of the five targeted municipalities; participants will have spaces where they will get to know and better understand each other; a more effective communications strategy will be developed and put into place so that the indigenous, afro descendant, and mestizo people of even the most isolated communities of these municipalities will be constantly and actively informed about these efforts of cultural revitalization.

The life skills program, which is also employability skills, will play a key role in addressing the needs of youth at risk growing up in high risk environment –increasing their resilience to negative influence in their lives and their abilities to contribute to their communities. Help build self-esteem, learn about reproductive health options, and develop skills in areas such as leadership, conflict management and violence prevention. And by applying sport lessons to personal skill development, program can increase employability and, at the same time, contribute to develop productive community members. To win on the sports field, Youth At Risk will need to understand, practice and promote the core values of respect, teamwork, discipline, communication, focus on result, and continued self-improvement.

Attractive opportunities in music and the other fine arts, such as painting, drawing, sculpture and so on, will also be available to those gifted young people at risk who need these special roads to success and recognition. Sports and recreational opportunities will be continuously available in most of the communities of the five municipalities to provide opportunities for these young people to measure themselves in comparison with one and other, and to acquire core values such as: sportsmanship, teamwork, intercultural values of mutual respect, and understanding. Life skills training will be available to every beneficiary of this program.

As key actors of the EFS program, youth, parents and CAYAC's need to increase their knowledge of the dangers and challenges destroying the social fabric of the communities of the RAAS. They also need to learn how to successfully face and deal with these dangerous challenges. CAYAC's will be strengthened to enable them to participate actively in general community problem-solving, planning and mobilization activities. And FADCANICs private sector partners, which are also key community members will be integrated into community mobilization to the extent possible.

During the first phase of the program the members of the CAYAC's were not fully trained to help youth to successfully face these challenges and they centered their actions on the recruitment and selection of beneficiaries; the organization and distribution of school packages, and the monitoring of beneficiaries. The members of the CAYAC's need to strengthen their leadership and decision making capacity, their communication skills and how to become more focused on the true needs of the AYAR.

There is dispersed information regarding the growing problem of antisocial behavior among adolescent and youth in the RAAS, and its impact on public safety. In this respect the program will gather information, carry out a mapping exercise on work of other NGOs and institutions working with youth in the region. The context in which Youth At Risk lives and attempts to thrive is loaded with risk factors that contribute to their situation of vulnerability.

Public awareness of the relationship of Youth At Risk with public security is poor. Due to this lack of understanding there are very few initiatives addressing this issue in the RAAS. Local security can only be achieved when communities or neighborhoods work together. In order to work together, people need to have a shared understanding of what it means to be at-risk or to be vulnerable to risky behavior and how it relates to public safety in their communities. The public also has to share the values that safety is important to the community.

The program will work towards awareness raising, influence public opinion, and spur community action on a range of issues of concern to adolescents and youth at risk. This includes taking advantage of the pervasiveness and popularity of radios in the region, as one of the most significant medium to reach and affect youth at risk, their lives and behaviors. In order to raise public awareness EFS will apply an opinion survey, followed by a work session to discuss and analyze issues arising in the community and based on results, develop an action plan that will be reinforced with an effective visibility strategy: campaigns, websites, documentaries, newspaper articles, in schools and workplaces or any publicly available medium.

Information on issues such as legal rights and responsibilities, where to go for assistance, how to negotiate risk behaviors, and others are also likely to be of value to young people.

During FY 2013 of the program's implementation a well-designed communications strategy and operational plan will be developed. This communication strategy and operational plan will be a key tool for the joint learning and public auditing platform by which the Program proposes, for example, to actively engage local and regional groups and services, interested in policy incidence.

A key element of the communication strategy is the establishment of a radio program with regional coverage as a way to inform community members about the program and also give them a say in shaping the program.

This weekly radio program is to go on air during the second year of the EFS endeavor, for a two year period and there is the expectation that this broadcast will gain a listening and participating audience that is large enough to generate corporate sponsorships to help in the financing of its continuation during the other three years of the program's implementation. In the revised proposal we are also proposing the use of success stories, in print and audiovisual formats (which will also become available online) to convey relevance to donors and other stakeholders.

It is imperative to get more support and investment from municipalities and the private sector in support of programs which will benefit the youth of our region. Such investment must be made soon, before the situation of Youth At Risk worsens and becomes hopeless. Partnerships capable of providing additional resources and knowledge are crucial for the implementation of the EFS program in targeted municipalities and for the achievement of the development goals of Youth At Risk, of families, and communities. Both the private and public sectors are stakeholders with the capacity and the responsibility to contribute to the development of adolescents and youth, thereby helping their local communities to become better communities.

Communal / town hall meetings will be established which will constantly and continuously inform the program about its failures and successes so that, when and where necessary, modifications and corrections will be put into place.

A public private strategy will be in operation in order to extend the opportunities of this program to a wider community of beneficiaries.

FADCANIC's organizational, technical, and management systems will have been improved which will enable the EFS team to more successfully work towards these results.

Our goal is to reach 17.5% or 5130 of 29282 young people of these five municipalities. This is the goal to which we are striving and if we can do this, Caribbean Nicaragua will be on its way to a better future.

Through the increased opportunities that will be offered by this program, and the involvement of them as much as possible in the design, management and implementation of these services and opportunities, youth-at-risk will be able to develop: life skills, job skills, leadership qualities and other potentials needed in order to thus become productive citizens, and successfully face the challenges of life and reduced the harmful effects of risky behavior.

Hiring and induction of new personnel (Nov 2012 – Jan 2013)

Recruitment and hiring of new personnel will begin in October 2012, with the announcements done by the local radio stations which have coverage in the 5 municipalities where the program will be carried out. The new personnel to be hired are:

Municipal promoter for Desembocadura del Rio Grande, Municipal Promoter for Corn Island, Life skills Specialist, Vocational Course Specialist. These candidates will assume their position in November 2012 and will participate in an induction/ training workshop of the Education for Success program, in December 2012, FADCANIC with the purpose of providing each with all information necessary to carry out the program with efficiency and quality performance.

Training is the most important way of achieving competence and helps to convert information into safe working practices. Training combined with experience leads to competence. Training has to be correct from the start and standards must be maintained once the training has been completed.

In January 2013, the new personnel to be hired will be:

1 Life skills specialist, 1 Technical and vocational specialist, 1 administrative assistant, 1 communication specialist and assistant, 2 Student's counselor for: Corn Island and Wawashang, 3 Social Workers for: the Municipalities of Bluefields, Pearl Lagoon, and Desembocadura del Rio Grande, 1 responsible for Music and other fine arts, 1 responsible for Sports & Recreation

Recruitment FY 2013

The recruitment process for EFS program beneficiaries is done by publishing the notice through TV spots, radio announcements, also with the support from the churches and schools in the communities where the general public will be informed about the program and its goal of preventing risk situations youth may face. The application process has requirements and criteria set by the program and CAYAC's that each applicant must meet; the pre-application process is verified by the local promoter and the Community At risk Youth Advisory Committee (CAYAC).

These committees are formed, trained, and geared to visit the neighborhoods, and communities of the target municipalities where the homes of the applicants are visited and parents or tutors are interviewed. Once all forms are completed and the reception of forms have been closed, the CAYAC members with the support of the EFS technical team meet to analyze the risk situation of applicants, case by case for the final selection of program beneficiaries for FY2013.

Counseling (includes and expands other critical aspects related to behavioral changes).

The Education for Success Program integrates counseling as an integral part of the physical, mental and psychological development of children and youth in at risk situation. Assessments will be made in the school context, as well as the family context of the youth who will be addressed through counseling. It is important to clarify that the critical psychological cases will be referred to the CAPS with a follow up by the program counselors with the support of young psychologists graduated from the School of Psychology of URACCAN University.

Coordination will also be established with the Counseling Department of the Ministry of Education to ensuring that more students are attended in the schools, where the program is operating. Strengthen the capacities of project counselors for the implementation intervention plans, and psychotherapy sessions.

The counseling program plans to attend approximately 20% of the EFS beneficiaries in each of the target municipalities. Individual and group counseling will be provided to students, applying correctional behavioral techniques and learning through use of interactive teaching materials (puzzles, music therapy, recorders, stories, drawings, memory etc.). Family counseling will be provided to parents of beneficiaries of the program, if required. (from March through November).

Preparation of a document or psycho educational intervention plan which must describe the aspects to be addressed in the counseling, according to the cases manifested such as: Rebellion, disruptive mood and others. How to treat these cases?

These cases will be treated in a professional way with support of MAPS and other specialized personnel in this field, present in the target municipalities; by addressing all of the factors that are contributing to the child's/Youth's misbehavior, working in small group sessions or individually.

The individual therapy includes: relaxation, goal setting, problem solving, identifying triggers, and recognition of consequences. The therapists will also help to explore family relationship, parenting style, and work with the parents, helping them to manage their own stress, and address behavior issues re of the pain she is causing in her family. Her behaviors begin to subside.

Counselors will support the municipal promoters in the development of sports activities and life skills sessions.

7. GOAL AND OBJECTIVE

The goal for fiscal year 2013 is to reach out to **1 718** beneficiaries who are forced to live in at risk circumstances. This amount represents approximately 25 % of **6 800** which is the total number of beneficiaries for the EFS program.

Table No.3 Total Amount of Beneficiaries FY 2013

No.	Scholarship	Previous Cohort	Target FY 2013	Total Beneficiaries
1	Elementary Scholarships	189	132	321
2	Secondary Scholarships	111	165	246
3	Technical Vocational Education	0	420	400
4	Good Parenting	0	425	425
5	Teachers and mentors	0	50	50
6	Sport	0	181	181
7	Music and fine arts	0	45	45
	Total	300	1418	1718

* Total sport participants will be 450, of these 181 are not included in others services provided by program.

* Total arts and music participants will be 300, of these 45 are not included in other services provided by the program.

This goal will be met in the following way:

The direct beneficiaries of the program will be the multicultural, and multilingual, afro descendant, indigenous, and mestizo children, youth at risk in the age range 10-24, caretakers, teachers and mentors, in selected communities of the municipalities of Bluefields, Kukra Hill, Pearl Lagoon, Corn Island and Desembocadura del Rio Grande.

At Risk Youth in this proposal refers to children, adolescent and young people who are forced to live in dangerous circumstances and are striving daily with the harmful effects of risky behavior and negative peer pressure which are becoming progressively more damaging to their wellbeing and that of their families and communities. Poor education performance, drug and alcohol related activities, extreme poverty and sexual abuse, are four of the main determinants of at-risk youth behavior.

Table No.4 shows the plan distribution of new beneficiaries by municipality and Percentage for FY 2013

NO	MUNICIPALITY	BENEFICIARIES	PERCENTAGE
1	BLUEFIELDS	402	23%
2	KUKRA HILL	353	21%
3	PEARL LAGOON	381	22%
	WAWASHANG	74	4%
4	DESEMBOCADURA	244	14%
5	CORN ISLAND	264	15%
TOTAL		1718	100%

EFS program will target but not be limited to the following beneficiaries:

- a) School-age youth who are out of the education system and who are particularly at risk in all of the areas cited in section above.

- b) Youth who are in 4th, 5th and 6th year of primary school up through 1st, 2nd and 3rd year of high school who live in neighborhoods that are most vulnerable.
- c) Youth who are in the age of entering the labor market but are being hampered by the lack of jobs, and the lack of adequate skills needed to attain gainful employment, and who are therefore forced to engage in illicit and criminal activities, or precarious, informal and temporal tasks.
- d) Teen age and young adult single mothers with poor educational and parenting attitudes and skills, and who are, in most cases, not prepared to deal with parental responsibility.

Drills and skills camps, sports training, training for young coaches, and other youth sports program activities will be scheduled throughout the year. These activities will be carried out in each community and municipality. The EFS sports program will also include tournaments in the most popular sports played in the region; these include but are not limited to basketball, baseball, soccer, softball, and volleyball. Equipment and sports implements will be purchased for these sports tournaments and will be complemented with donated sports implements and additional existing sports equipment and resources in the region.

Within the EFS program sports will also be used as a venue for life skills development. Sports will be used as a motivator where children and youth will find direction, teamwork, discipline, and something to keep their attention away from negative influences, and as a means to prevent youth substance abuse.

8. MONITORING AND EVALUATION

The aim of this program is to develop a monitoring system capable of tracking and measuring both the quantitative data and the desired changes in the life of the youth at risk, the performance of the CAYACS, and the effectiveness of the program implementation in the communities. This system will provide feedback so that management and communities will have quality data to make the necessary corrective measures. The M&E system will be improve and expanded in order to effectively capture the essence and scope of the program activities, avoid double counting, capture data accurately, register identified risk factors associated with the beneficiary, services received by the beneficiary and track the behavioral changes of the beneficiary observed throughout their period in the program.

Key activities to be carried out for the application of the M&E System

1. A comprehensive revision and update of the Monitoring and Evaluation Plan for the EFS Program, which includes revision of program indicators, design of forms to be used for collecting data, beneficiaries registration to avoid double counting participants, and

processing of information, measurement of quantitative and qualitative data, tracking of behavioral flow of information, data quality assessments, is carried out. Qualitative indicators will be necessary to determine how to register the behavioral changes that are occurring in the life of the youth at risk, and the program results.

2. An assessment of the youth at risk selection criteria will be made in order to ensure that the program is approaching all predefined risk factors in a balanced way.
3. A Baseline line study in the target municipalities will be carried out during the month of February. This study will help management understand what is the real context of youth living in at risk situation in the targeted municipalities. How many youth are living in this situation? Which are the institutions and organizations working with youth and what they are doing? In what way the organizations can work together in order to benefit the youth? What are the changes that took place during the intervention of the program?
4. A data base system will be designed, installed and fully operational, producing outputs using the existing beneficiaries' data. (Elementary, secondary, technical, (sex, ethnicity, age, grade, # sport participants, # life skills, among others).

Performance information and data review will be carried out on a quarterly basis. M&E specialist will visit the municipalities and along with the promoter review youth at risk files and determine if there is any missing information in the files. Visits are also carried out to the schools, vocational courses of the beneficiary and determine if the students are enrolled and present at the schools. The objective of the visits to the municipalities is to monitor data, supervise data management procedures and strengthen promoter's capacity.

A copy of the M&E quarterly report is sent to management and promoters. The results are presented at the program quarterly meetings, where the team will have the opportunity to make observations, clarify doubts, and confirm that the information presented is correct.

9. COMMUNICATION AND VISIBILITY

In this new phase, EFS is calling for increased levels of involvement, awareness, participation and skills among all the key stakeholders of the Program. None of this change can take place without communication. In 2013, therefore, a priority task will be to fill the two new posts approved in the grant amendment to provide specialized and dedicated support for the area of communication and visibility.

These new project staff will be recruited at a responsible and at an assistant level posts respectively and both are to have working experience in communication and dissemination strategies and techniques, reporting, documentation, publication, audio-visual material preparation, and new digital media.

They will be taking the lead on the majority of the communications activities and their role in delivering this action plan includes ensuring that clear, consistent, and appropriate communication mechanisms are in place to effectively:

1. Promote EFS activities and make the Program results better and more widely known to key stakeholders and the general public.
2. Enable all stakeholders to help shape the Program and make it more responsive to the needs and potential of the children and young people at most risk in the community.
3. Facilitate and enrich all advocacy, educational, behavior change and partnership building processes being delivered and stimulated by the program.
4. Help to meet and strengthen FADCANICs institutional communication needs.
5. Comply with the Branding and Marking Plan which is an integral part of the EFS Program Cooperative Agreement between USAID and FADCANIC.

Pursuant to these specific communication objectives, the EFS communications staff will work in close coordination and collaboration with all other members of the Program Staff to undertake the following key activities, which in turn are linked to the achievement of the EFS Programs intermediary results noted in the parentheses:

1. Create Life Skills Multimedia Training Package (IR 1.2)

This activity addresses the need to facilitate educational processes being delivered especially to youth and parents who are participating in the Program.

The principle is to develop high quality popular entertainment education products that are accessible to the community and contributes to project the strengths of the community because they are done with the active participation of their end users. The Life Skills package for FY2012 will be designed specifically for the needs of the Good Parenting Training Program and will include a video with various situational skits accompanied by discussion and activity guides for facilitators and trainees. The package will be developed between October and December 2013 to allow time for developing and adjusting the EFS life skills and parent training curriculum.

2. Create, Apply and Produce EFS Logo, Tagline, and Informational and Visibility Materials (IR 2.2)

The purpose of this line of activity is to equip the Program with a new, cohesive and appealing visual identity and messaging system that will allow it to more effectively communicate with its key existing and potential audiences. We are going to hire graphic design artists to start work on the logo and its applications already in December 2012 and throughout the first and second quarter of 2013 we will be finalizing a package of informational materials that include project press kit, brochure, banners posters, and name cards, that will be put to use in various day-to-day activities by the key staff and in special community events, including the ceremonies to launch the second phase of the project. In addition to the communications products per se, the budgetary provisions for this line of activity includes the purchase or construction of various type of banner stands and free standing display equipment that will serve over the life of the project.

3. Create and disseminate EFS electronic and print newsletter (IR 2.2)

The Program wants to be proactive about getting its news and stories out to its key audiences so beginning in April 2013 we will contract a web designer to create and configure an electronic bulletin for distribution by e-mail. The communication staff will publish this newsletter every month, building upon the Program's mailing list continuously. Recipients will be able to subscribe to the newsletter directly through FADCANIC's website, and the number of those who do so will be among the key indicators the communication staff will monitor to gauge the effectiveness of the bulletin among special interest groups.

For EFS key audiences as for the general public who do not have ready access to electronic media, a selection of news and stories for the period will be published, every two months, in a 4 page print bulletin.

Every two months also, a mural version of the print newsletter will be posted on bulletin boards in key schools and other locations in each municipality.

4. Produce and disseminate EFS radio and TV spots (IR 2.2)

The Program is going to produce short 30 second and 1 minute ads to be aired on local TV in Bluefields and radio stations in all five municipalities to raise awareness of EFS values and opportunities to participate in EFS training and activities other type of events.

5. Launch Study Report on Educational, Social, and Economic Status of Youth in Vulnerable Situations in the RAAS (IR 2.2)

In 2012, the Program conducted a study on the Educational, Social, and Economic Status of Youth in Vulnerable Situations in the RAAS. This field work was carried out in the 5 target municipalities. This year, we plan to coordinate with American Institute for Research to publish the final report

on this study and organize roundtables in each municipality to launch the publication and engage community leaders, including youth, in discussing the findings of the study report.

6. Design FADCANIC's 2014 - 2016 Strategic Communications Plan (3.2)

As part of the work directed to the improvement of FADCANIC's organizational, technical, and management systems, the Foundation's Board of Director has identified the need to strengthen the area of both corporate and development communication. So in the first quarter of FY4 (Nov-Dec 2013) we will develop and disseminate the terms of reference to engage expert consultation services to design a three year communication strategy and plan that is tailored to the objectives of FADCANIC's 2012-2017 Strategic Plan and which effectively addresses three critical marketing and fundraising needs of the organization:

1. Position FADCANIC as the "go to" agency in Caribbean Nicaragua for integrated community based development programs and projects that are responsive to real community demands and tailored to the specificities of the region's multicultural and environmental context.
2. Increase the amount and kind of donors, and size of contributions necessary to strengthen and ensure the sustainability of strategic FADCANIC programs related to
 - rural access to quality bilingual and intercultural pre-school, primary and secondary education,
 - rural access to vocational secondary schooling,
 - professionalization of empirical teachers,
 - urban and rural access to formal and non formal education, life skills development, and livelihood opportunities for youth at risk,
 - expanded access to technological innovations in agro-forestry and natural resource management,
 - food security and sustainable livelihoods for the region's most vulnerable communities.
3. Increase overall awareness of FADCANIC programs and services amongst rural development policy makers and practitioners, and strengthen the Foundation's ability to transfer innovative and appropriate technologies amongst farmers, community leaders, and students throughout the Autonomous Regions.

10 - PRIVATE PUBLIC PARTNERSHIP OUTREACH STRATEGY

This strategy is developed to achieve the following goals and objectives:

Goals and objectives:

- Identify, engage, and build new relationships with public institutions, private corporations, NGO's, and other potential partners in order to create alliances and gain support for program activities.

- Leverage resources and help to maximize the impact of the program.
- Prepare a system for tracking cost share of the institution, and investment of time and money by our partners/stakeholders.
- Maintain and expand projects outreach and relationship with public private sector in order to maximize benefits of partnerships with stakeholders.
- In coordination with communications specialist create tools such as newsletters/posters/banners/ videos to share alliance buildings efforts.
- Joint press briefing to announce new partnerships and/or projects
- Participate in third party events such as conferences, meetings, and other networking activities.

These objectives will be achieved through the implementation of activities such as:

- Knocking on Doors: visit institutions, commercial areas to find out first hand their interest in participating in the program.
- Create strategic partnerships with other institutions to gain support for program activities and beneficiaries, especially support in the implementation of the life skills and mentoring program.
- Mapping of institutions, mapping of businesses, mapping of youth organizations.
- Establish alliances with sports authorities, and representatives, who will provide of their time and effort and resources, in order to create a comprehensive sports program in order to guarantee sustainability.
- Seek partnership for expansion of sports and recreational activities.
- Identify and engage local, regional, national, and international entities, and try to get their support for the program.
- Engage the support and contributions, both in cash and in kind, of the peoples who make up our Caribbean Coast and Nicaraguan Diaspora.
- Consolidate relationship with partners in order to develop and execute program activities. Establish and develop relations with key local institutions, NGO's, agencies, and officials and identify and support strategic networks and committees.
- The PPPPO will travel to Managua in order to visit, and meet with partners and stakeholders in Managua and other municipalities.

- Engage the support of commercial businesses, enterprises, peoples of the Caribbean Diaspora, churches, and individuals to gain support for at least 100 additional scholarships for youth in the Caribbean Region.

PPPO will develop an information base that allows us to:

- Track funds, types of opportunities and contributions, also the monetary value of the contributions where appropriate.
- Document work of committees by photos, report of accomplishments, tracking of time investment, and interviews with committee members.
- Prepare lists of organizations and type of engagement.
- Document number of opportunities supporting youth participants to increase their income. List and number of type of sponsored internships and jobs offered.
- Number, type and values of leveraged contributions on a monthly, quarterly, and yearly basis.

Engage private and public partnership to help increase youth access to job market:

- Develop and conduct surveys in order to learn firsthand about businesses willingness to support the program with job placement opportunities for the youth of the Caribbean Coast of Nicaragua.
- Document number of organizations or entities engaged and/or contributing resources to support workforce development for low skilled youth.
- Help vocational course participants identify and seek other options for micro financing.
- Increase participation of the public private sector in addressing the issue of creating job opportunities for youth living in at risk situation in the Municipalities of Bluefields, Kukra Hill, Pearl Lagoon, Corn Island, and Desembocadura de Río Grande.
- Secure from businesses and other employers opportunities for youth learner participants to gain work experience and income generation through the provision of internships, mentoring, and supporting self-employment efforts and paid jobs. Develop strong and committed partnership with public and private sector.

External Public Partners	External Private Partners	Internal (FADCANIC)
<p>Regional Government Institutions, (Secretaria de la Juventud)</p> <p>Regional Council Institutions, Mayor's/ Municipal Offices or Programs</p> <p>Ministry of Education (MINED)</p> <p>Secretariat of Education through their main offices and the Consejeria Escolar. INATEC,</p> <p>Ministry of Health (MINSA) program activities such as the Programa de adolescentes, the CAPS.</p>	<p>Companies and foundations, NGO'S at both a national and international scale. Locally (ACCCSIDA, Acción Medica Cristiana AMC, CEDEHCA.</p> <p>Local Commercial Sector (Downtown of Bluefields Curacao, Claro, Gallo más Gallo, Verdugo, Tropigas, Ferreteria Bendaña, Librería Centenario, Farmacias SOS, other local and small businesses)</p> <p>Corporations and Businesses in Managua and other Departments of Nicaragua. (Coca Cola Co. Nestle, Kimberly Clark, Fundación Zamora Terán, Corporación Terán, SITEL, and other Call Centers, etc.)</p> <p>Churches and Religious Institutions and Associations. Such as the VERBO, MORAVIAN, BAPTIST, TABERNACLE, and other churches in Bluefields, and Managua.</p> <p>Regional, National and International Universities. (especially BICU, URACCAN)</p>	<p>Agroforestral, Environmental, Carpentry and Cabinet making Center in Wawashang.</p> <p>Pearl Lagoon's Academy of Excellence (PLACE)</p> <p>PREVENSIDA</p> <p>Mujeres en Defensa de sus Derechos.</p> <p>Kahka Creek Natural Reserve.</p> <p>Coordinate with other FADCANIC projects to draw on the experience acquired in the various areas and for support in training of Commissions.</p>

The PPPO and supporting staff of Education for Success Program will seek to:

- Guarantee the voluntariness of the members but also give them responsibility.
- Promote the education and training of committee members around helping young people with job search, self-employment (Parents committee, CAYACs, training Commissions, and Sports Volunteers).
- Transparency in the process and in the finances.
- Document, promote and share the achievements.
- Identify shared goals.
- Select and implement appropriate evidence based strategies to achieve results
- Evaluate results together

With support of pertinent USAID Staff, learn from its experience with the Alliances Project that engaged private companies to expand health and Education activities. Work alongside Alliances 2 project to also benefit from the good practices deriving from its implementation and ally with that program to attract new businesses to the Education for Success Program.

Keep track of new developments; analyze available options that will enhance our ability to copy the promising successful ideas of stakeholders, plan changes in our course to minimize negative effects, and to maximize effectiveness, efficiency, sustainability and systemic change.

Expected Results

Youth, Parents Commissions, and CAYAC's	Volunteer services as an integral and necessary part of approved program.	At least 5 Parent's commission formed and functional.	At least 50 people X 100 hours X \$3.00 = \$15,000.00
Engage sponsors for scholarship for 100 students	Engage private sector and individuals	Sponsors engaged and contributing at least 100 scholarships	At least 10 scholarships X \$200.00 = \$2,000.00
Funds from the Costeño Diaspora	Request \$10 USD from 100 members/ individuals of the Caribbean Coast Diaspora	\$10 USD Monthly X 100 peoples of the Caribbean Coast Diaspora	\$10,000.00
Donated supplies	Engage sponsors for sports activities and others	5,000	\$5,000.00
Donated Equipment	Engage sponsors for sports activities and tangible goods such as books, equipment and others	10,000 x 1 donation	\$10,000.00
Use of equipment	Loaned equipment shall not exceed fair rental value		\$1,000.00
Use of buildings/ facilities provided by other organizations	Shall not exceed fair rental value	5,000.00	\$5,000.00
Use of facilities provided by donors from other projects executed by FADCANIC	Shall not exceed fair rental value	20,000.00	\$20,000.00
Secure additional contributions from Private Sector	In kind and cash contributions	20,000.00	\$20,000.00
Total expected 2013			\$88,000.00

11 – INSTITUTIONAL STRENGTHENING

During the last year, FADCANIC has engaged itself with the support of USAID and AIR in a process of institutional strengthening in areas such as: Development of a Strategic Plan for the following 5 years (2013-2017), development of operation and management manuals, strengthening of Human Resources personnel, strengthening of FADCANIC's administrative and financial department, technical support to the EFS program and the strengthening of the institutions monitoring & evaluation system.

This process aims to improve FADCANIC's capacity to advocate and implement evidence-based programming for Caribbean children and youth exposed to high risk situations by strengthening the foundations organizational, technical, and management systems, and the know-how to carry out its projects and programs in a more effective and efficient manner. The Foundation's Board of Director has identified the need to continue working with the assistance of AIR consultants in the following areas of interest:

- Hands-on training of FADCANIC's M&E personnel in designing and conducting baseline studies, developing indicators, and a database; planning, and analyzing data.
- Implementation of DQA of FADCANIC Youth project extension, data collection and reporting efforts – identifying problems and helping fix them.
- Follow up on Excel training workshop delivered to FADCANICs personnel.
- Complete the process of reviewing and improving Human Resource Manuals and procedures.
- FADCANIC's Capacity to Implement Youth Development Programs – Training workshop on Social Emotional Learning.
- Development of Life Skills Program and manuals including approach to develop competences in life skills, using sports, arts, music and other teachable moments.
- Development of FADCANIC's Code of Conduct and Human rights

12. PROCUREMENT

The EFS Procurement Plan was developed to define the requirements of goods and services and will serve as a guide for managing purchases throughout the FY 2013. The plan presents the items to be procured, a description of the items, how and when it should be procured.

In order to ensure that all goods and services are provided in accordance with the terms, conditions and specifications of contract, including full and timely delivery and performance, and to avoid conflict of interest, bias and unfair competitive advantage, a Procurement Committee made up of three people (Program Coordinator, Financial Manager and Education Specialist), was

formed, with the responsibility to guarantee the correct application of FADCANIC's Procurement Policies and Procedures, making sure that the prices are fair and reasonable in order to purchase at the most advantageous price and quality.

EFS procurement process begins with the preparation of the specifications (for goods and works) and terms of reference (for services). This is really the beginning of the process and it is calculated in such a manner that the completion of this stage can be determined. The preparation of specifications and terms of reference is crucial and sometimes can present bottleneck because only someone with experience can ideally estimate the time it will take to prepare the specifications or terms of reference of a particular requirement due to the uniqueness of goods and services required by the EFS program. This is important because if this period is not calculated correctly the whole plan can be thrown off.

For procurements seeking goods and/or services, the committee will request for quote, or request for proposal from various vendors in order to procure the items within the required time frame.

Another period that will be carefully considered is the bid/proposal evaluation period. Thus, the evaluation period must be carefully calculated so as to ensure that the evaluation can actually take place within a set timeframe. The number of bids/proposals received also has an impact on the duration of the evaluation process.

Contract negotiations can also be a potential bottleneck, so sufficient time needs to be considered for this when it's required. From previous experience, the program knows that very seldom are plans carried out strictly according to what was foreseen. And procurement plans are no exception. It's important to keep delays in the execution of the procurement plan to a minimum, because such delays can have an impact on contract award and completion, which directly affects service delivery and budget execution. That's why a periodic update of procurement plan is proposed to be carried at the end of every quarter.

See procurement plan enclosed.

12- KEY ACTIVITIES FOR 2013

Startup of Program

1. Purchasing of personnel office equipment and renting of offices facilities (Nov 2012)
2. Review and update beneficiary selection criteria. (Nov 2012)
3. Quotations and purchasing of school packages (Dec 2012, Jan 2013)
4. Hiring and induction of new personnel (Nov 2012 – February 2013)
5. Recruitment, selection and implementation of scholarship beneficiaries in the various modalities (Jan 2013)

6. Launching of the program in the new municipalities (February 2013)
7. Construction of sport facility in Pearl Lagoon (March 2013)
8. Purchasing of panga and outboard engine (July 2013)

Resource and Knowledge Management

1. Study of Cost of Scholarships (Nov 30, 2012)
2. Analysis of infrastructure and equipping needs in municipalities (Dec 30, 2012)
3. Revised Monitoring and Evaluation Plan (Dec 30, 2012)
4. A code of conduct related to the compliance of human rights and the attention of adolescents and youth (Dec 30, 2012)
5. Design, deliver training workshops to strengthen leadership capacity of CAYAC members to drive youth-at-risk related initiatives in the community (Jan – Dec 2013)
6. FADCANIC's IR3 capacity building action plan (February 20, 2013)
7. Design and deliver Good Parenting workshops for parents of scholarship beneficiaries and teen age parents (Feb – Dec 2013)
8. Revised Life Skills Curricula (Feb 30, 2013)
9. Program Auditing (March 2013)
10. Conduct Labor Market Study in RAAS (Mar-April 2013)
11. Presentation report on the study of Educational, Social and Economic Status of youth in Vulnerable Situations in the RAAS (Mar 2013)
12. Publication and promotion of bimonthly EFS e-newsletter
13. Produce and broadcast EFS TV Spots. (April – Dec 2013)
14. Public-Private Partnership strategy action plan (June 2013)
15. A communication strategy and action plan (Aug. – Sept 2013)
16. FADCANIC institutional sustainability strategy and action plan (Sep 2013)
17. EFS program sustainability and action plan strategy for reaching at-risk youth (Sept 2013)
18. Baseline, midterm and final KAP surveys (2013, 2015, 2017)
19. Training EFS staff and teachers on topics related to children and youth (3 times x year)
20. Baseline and end-line situational surveys

Major EFS events for FY 2013

No	Date	Description	Local	Participants
1	February 4 – 7	<u>Life skills</u> Mentors peer to peer workshop	Bluefields 8:00 am to 4:00 PM	25 beneficiaries from Bluefields 3 Rama Cay 2 El Bluff
2	February 8	<u>Delivery of school packages.</u> <i>General Asamble</i>	Bluefields, Moravian Gymnasium	Beneficiaries of the municipality.

3	February 11-14	Induction workshop for EFS Personnel	Bluefields	24 EFS Personnel
4	February 19	Launching of EFS Program.	Corn Island	Leaders, Authorities EFS Personnel USAID Delegation
5	February 22	Launching of EFS Program	Desembocadura de Rio Grande	Leaders, Authorities EFS Personnel
6	February 18 - 22	<u>Life skills</u> Mentors peer to peer workshop	Kukra Hill	Beneficiaries of each community. Total 30

No	Date	Description	Local	Participants
7	February 25 - 28	<u>Life skills</u> Mentors peer to peer workshop	Desembocadura de Rio Grande	Beneficiaries of each community. Total 30
8	March 4- 7		Pearl Lagoon	3 Raitipura 12 Haulover 12 Pearl lagoon 3 Tasbapauni
9	March 11-14		Corn Island	10 Little island 20 Corn island
10	March 18 - 22		Wawashang	10 beneficiaries
11	April 2,	<u>Leveling course in Pearl Lagoon</u>	TBD	22 participants
13	May-15	International Day of Family		
14	June	Youth municipal peer to peer encounter exchanging experiences.	TBD	10 per territory. A total of 60 beneficiaries
15	June 26	International Against Drug Abuse and Illicit Trafficking. Participate in the activities programmed in coordination with the youth Secretariat in each municipality	5 municipalities	
16	August 12	International Youth Day. Participate in the activities programmed in coordination with the youth Secretariat in each municipality	5 municipalities	

TBD: To be defined.

Vocational courses calendar of activities to be defined during induction workshop.

2013 Annual Work Plan for the Education for Success Communication and Visibility

For the period 1 October 2012 to 30 December 2013

No.	Activity	Expected Outcome	Target Audience	Timeline	Human Resources	Monitoring Indicators	Budget (USD)
1.	Design EFS Logo and tagline	A new, cohesive and appealing visual identity and branding mechanism	General Public	Dec 2012 – Jan 2013	Responsible for Communications Program Coordinator Expert Contractor	<ul style="list-style-type: none"> Term of reference for consultant service Consultant contract Logo artwork Logo application guidelines 	
2.	Produce EFS informational and visibility material	A messaging system that makes the Program more recognizable and makes it easier to communicate with existing and potential stakeholders.		Jan 2012 – Mar 2013		<ul style="list-style-type: none"> program brochures (Eng/Spa) background banner stand for background banner Program component banners (set of 7) Retractable banner stands Project launch mantas Community project launch banners and stands(2) 	
				Apr – Dec 2013		<ul style="list-style-type: none"> Press Kit (folders, fact sheet, ppt, program summary) Name cards Set of program posters freestanding display screens (plywood, various sizes) event notice mantas (10) special event launch banner special event background banner stationery and apparel artwork (notebooks, t-shirts) 	
3.	Produce and disseminate EFS Radio and TV Spots	Raised awareness of opportunities to participate in EFS activities		Apr – Dec 2013		<ul style="list-style-type: none"> Radio spots TV spots Broadcast contracts 	

No.	Activity	Expected Outcome	Target Audience	Timeline	Human Resources	Monitoring Indicators	Budget (USD)
4.	Acquire sample life skills educational pack for teens and for parents	Reference material for the design of entertainment-education tools	EFS Education, Life Skills and Counseling Team	Feb 2013	Responsible for Communications Program Coordinator	<ul style="list-style-type: none"> Multimedia Educational Kit including video, booklets, posters 	
5.	Life Skills Multimedia Training Package: Video-based discussion program to support good parenting training	<p>Maximize the reach and effectiveness of parent and caretaker training</p> <p>Advancement of FADCANIC image as a can do organization</p>	EFS Youth, Parents, Teachers, Coaches, Adult caregivers in general	Oct - Dec 2013	<p>Education coordinator</p> <p>Responsible for Life skills</p> <p>Communications staff</p> <p>Expert Contractor</p>	<p>Terms of reference</p> <p>Consultant contract</p> <p># of educational audiovisual and print kits produced</p>	
6.	Publication and promotion of monthly EFS e-newsletter	<p>Raised awareness on EFS activities and its impact on the lives of participating youth, families and communities</p> <p>Advancement of FADCANIC image as a can-do organization</p>	<ul style="list-style-type: none"> Key Stakeholders Private and Public Youth Services Providers Youth Organizations and Advocates Community Organizations 	April - December	<ul style="list-style-type: none"> EFS Key Staff EFS Communications staff Expert Contractor 	<ul style="list-style-type: none"> Terms of Reference Webmaster Contract # and frequency of newsletters # and variety of recipients and subscribers 	
7.	Publication and dissemination of bimonthly print newsletter	Raised awareness on EFS activities and its impact on the lives of participating youth,	<ul style="list-style-type: none"> Press 	April - Dec	<ul style="list-style-type: none"> EFS Communications staff 	<ul style="list-style-type: none"> # and frequency of newsletters distribution list 	

8.	Publication and dissemination of bimonthly EFS mural newsletter	families and communities	<ul style="list-style-type: none"> ▪ EFS Youth, Teachers, Parents Participants ▪ Youth organizations and advocates Community Organizations 	April -Dec	<ul style="list-style-type: none"> ▪ EFS Communications staff ▪ EFS Municipal Promoters 	<ul style="list-style-type: none"> ▪ # and frequency of newsletters ▪ # and variety of locations where the newsletters are posted 	
9.	Launch report on the study of Educational, Social, and Economic Status of youth in Vulnerable Situations in the RAAS.	<p>Raised public awareness of the vulnerable situation of Youth in Caribbean Nicaragua.</p> <p>Improved perception of FADCANIC as an advocate for youth.</p> <p>Feedback, including suggestions and recommendations, on the findings of the survey</p>	<ul style="list-style-type: none"> ▪ Regional and Municipal leadership ▪ EFS Youth, Teachers, Parents Participants ▪ Youth organizations and advocates Community Orgs. 	<p>26 June</p> <p>World day against Drug Use and Trafficking.</p>	<ul style="list-style-type: none"> ▪ Program Coordinator ▪ Communications staff 	<ul style="list-style-type: none"> ▪ attendance list 	With AIR Support for book publication

No.	Activity	Expected Outcome	Target Audience	Timeline	Human Resources	Monitoring Indicators	Budget (USD)
10.	Effective utilization of FADCANIC website: regular update of the website with EFS-related news, features (success stories), photographs, videos, calendar of events, publications and toolkits	<p>Raised and up-to-date public awareness of FADCANIC's EFS work in all five target municipalities and of its relevance for responding to key issues affecting at risk children and youth in the region</p> <p>Improved public perception of FADCANIC as an efficient and trustworthy development partner</p> <p>More informed partnerships</p>	<p>EFS Key stakeholders</p> <p>General Public</p>	Jan - Dec 2013 (ongoing)	<ul style="list-style-type: none"> EFS Communications staff 	<ul style="list-style-type: none"> Reporting and publication plan Variety and frequency of updates The number of visits to the website Number and type of audience feedback 	

11.	Effective utilization of social media platforms (Flickr and Facebook): regular updates with EFS-related news, features (success stories), photographs, videos, calendar of events, publications and toolkits	<p>Raised and up-to-date public awareness of FADCANIC's EFS work in all five target municipalities and of its relevance for responding to key issues affecting at risk children and youth in the region</p> <p>Improved public perception of FADCANIC as an efficient and trustworthy development partner</p> <p>More informed partnerships</p>	<p>EFS Key stakeholders</p> <p>Youth Networks</p> <p>General Public</p>	Jan – Dec 2013		<ul style="list-style-type: none"> ▪ Reporting and publication plan ▪ Variety and frequency of updates ▪ Number and type of audience feedback 	
12	Design FADCANIC's 2014 - 2017 Strategic Communications Plan	<p>Identification of the opportunities, the audiences, and the means of communication to reach the objectives of FADCANIC's 2012-2017 Strategic Development Plan.</p> <p>Guidelines and tools to raise the level of professionalism of FADCANIC's corporate and development communications, including update of the Foundation's branding tools.</p>	FADCANIC board, staff, partners, partners, contractors	Nov – December 2013	<p>FADCANIC Director</p> <p>Responsible for Communications</p> <p>Expert Contractor</p>	<ul style="list-style-type: none"> ▪ Term of reference for consultant service ▪ Broadcast call for proposals 	The contract is to be signed in Jan 2014
Financial Target Communications 2013							

Draft Jan 2013